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# Reflections on Lawrence

Lawrence University

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on

# LAWRENCE



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## Reflections

When Lawrence celebrated its 100th birthday, President Nathan M. Pusey could say that Lawrence was large, but not large enough, that the program was better, but not good enough.

A faculty committee was recommending informal student-faculty contacts, projects in honors work and comprehensive examinations, an insistence upon better work from students, and a reduction in the faculty's work load as ways of improving the intellectual atmosphere of the campus.

Trustees were reviewing figures which indicated that the largest student body in history was on campus, that the faculty had been built up to pre-war teaching strength, and that a surplus in the budget could be anticipated for the next few years.

The *Lawrentian* was reveling in the fact that "for the first time in years, Lawrence will have a social life identified with American colleges," and urging students to participate in theatrical and music productions, join campus clubs and organizations and to take part in "the liberal arts experience."

It was an exciting time for trustees, administrators, faculty, students and alumni. The institution forged by Henry M. Wriston and honed by Thomas N. Barrows promised to be polished by Nathan M. Pusey and his successors.

Lawrence is preparing another birthday celebration, the 125th, and though the individuals and activities have changed, the same mood of optimistic excitement prevails. To discover the how and the why of these changes and this mood, *LAWRENCE* invited five faculty members who were celebrants at the 100th anniversary to reflect upon the events and the discussions which have taken place during the last 25 years.

Joining the discussion in the WLFM recording studio were Dorothy Draheim, registrar since 1931; Anne P. Jones, member of the French department since 1937 and now John N. Bergstrom professor of French; Bernard Heselton, professor of physical education since 1938 and athletic director at the time of his retirement; Marshall B. Hulbert, administrator from 1932 to 1970 and now Mary Mortimer emeritus professor of liberal arts; and James Ming, member of the Conservatory of Music faculty since 1944 and



*THE RECORDING STUDIO OF WLFM provided the setting for a discussion of Lawrence and its development between, from left, Registrar Dorothy Draheim, Bernard Heselton, back to camera, former athletic director; Anne P. Jones, John N. Bergstrom professor of French; Marshall B. Hulbert, Mary Mortimer emeritus professor of liberal arts; the LAWRENCE editor, and James Ming, T.A. Chapman professor of music and associate dean of the conservatory.*



currently T.A. Chapman professor of music and acting associate dean of the conservatory.

The following is a condensation of the transcription of their discussion.

MISS DRAHEIM: Much of the remembering that I have done about what Lawrence is now has been conditioned by the external forces that have influenced our work. For instance, I came to work in the Registrar's Office about the time of the Depression. We worked through the National Recovery Act and all of those limiting factors. We had World War II and that changed us a great deal. But by a careful management of the resources we had, by a thoughtful appraisal of the conditions that were shaping the students who came to us and with which we had to reckon, we managed to build a program and we are still around. It is a cautious approach and we are still working on that philosophy. The bold programs we have undertaken have been very cautiously approached, for instance. There is a large segment of caution as I feel it and other people feel it too.

MR. HULBERT: I'm sure there is a segment of caution in any institution and a great deal of tradition that has to be preserved. If presided over by people who have been there a long time, faculty members are reluctant to make big changes until they have thought it through very carefully.

EDITOR: Has this been true within the conservatory?

MR. MING: From the standpoint of the conservatory, a great many things are in the process of change, and I think the most significant one has occurred in the last ten years. Around Lawrence the state university system has expanded enormously in the direction of providing a type of education similar to ours. This has not yet had much of an impact on what we try to do here, nor do we know whether it will, but eventually it will affect us.

Of greater significance is the fact that small schools with music programs of our type are finding it economically impossible to continue them. This, happily, has not been the problem at Lawrence where I think the continuity of the

music program is assured. Instead, it gives us a new kind of opportunity. Because there are fewer and fewer schools that offer a high quality liberal arts education along with a high quality music education for the people who want that combination, we find that the students who are attracted to this program are coming from a much wider geographical area than formerly. I think recognizing this presents us with some marvelous new opportunities, among these is a higher degree of selectivity in admitting students. We must find a way to reconcile the economic aspects of the program with the opportunity and this is what we are working on right now. Change within conservatories and music programs has been taking place for some time.

MR. HULBERT: What about the bachelor of arts degree with a major in music? Has the enrollment grown in this category?

MR. MING: That has grown to a very pronounced degree. Last year we had the greatest number of bachelor of arts music majors in the freshman class (21) that we have ever had. Our admission people tell us that this program is most attractive to many students throughout the country. It draws many people who might not otherwise consider Lawrence. Interest in this program is causing us to change our curriculum somewhat, to design courses which will meet the needs of these people. I am not sure how long the growth in this particular program is going to endure. The current economic and employment situation in the country prompts many students to ask "What can I do with this degree upon graduation from Lawrence?" It does not attempt to prepare one for a specific career. We are gratified at the growth and the interest in this program and I am certain that it will play a very important part in our total music offering at Lawrence.

MISS JONES: Could the economic pressures be relieved to an extent if there were more work available in the conservatory for college students?

MR. MING: Well, no. The economic problem is that these people want to be trained to earn a living.

MISS JONES: That I understand, but could more

college students taking courses in the conservatory reduce the overall cost of running a conservatory?

MR. MING: Yes, it would help from the standpoint of teacher/student ratio and productivity ratio. We have made a substantial move in that direction this year by increasing considerably the number of music courses available to the general college student. A jazz program, inaugurated under a grant from the National Endowment for the Arts, is proving to be very, very successful. The program includes the Jazz Ensemble, the course in Jazz Composition and Arranging, and the course in Jazz History and Literature; all of these are of interest not only to our own music majors, but to the college student as well. We are also offering specific courses in contemporary music, English music and opera, designed for the non-major student. We also are making available as many of our major music courses as we possibly can to people who wish to elect them. Participation in these courses has shown a marked increase this year and we expect that to be sustained.

MISS JONES: There does not seem to be nearly as much participation, though, on the part of college students in the ensembles as there used to be.

MR. MING: I think the difference there is that the interests of students on the campus today are quite different from what they used to be. It is difficult for the ensembles, orchestra and choirs to attract students who are willing to commit themselves for an indefinite period of time. The impact of television, the interest of students in activist causes, the war and social issues simply have taken them away from participation in this sort of thing. The opportunities for this participation have always been here. We wish we had more of it. I see some signs in the last two years, that, generally speaking, the students may be turning again towards this kind of involvement and participation than has been the case for the past five years.

MISS DRAHEIM: I think we will see more of that. I am sorry Ted Cloak (Evangeline H. Bergstrom professor and director of the London campus) is not here for I think he could tell us his ideas of the theatre in this respect. It seems that the theatre



program has become extremely lively in the last couple of years.

It is interesting that we started out with the conservatory. Every now and then it receives review because it is an expensive part of the program. But it has always been such a central part of Lawrence that it would change the nature of the university completely to take it apart. Every now and then we talk about the conservatory as the tail wagging the dog!

MISS JONES: In my time I have heard several administrators really suggest doing away with the conservatory; not presidents, but deans.

MR. HULBERT: A good hard look was given the conservatory by the trustees at the time of the Depression. I remember that Mr. Watts (business manager from 1926 to 1951) was able to salvage the conservatory by proving that if we did not have the conservatory students to help fill the dormitories we would have a real problem on our hands.

MR. MING: The scheduling — the hourly schedule — also influences the degree of participation by the college student in musical ensembles. The only time we can hold rehearsals conflicts with the science laboratories. Under our present calendar, there are not many time slots available for these activities and this makes it harder to become involved, even for some of our own majors.

MISS DRAHEIM: Do you think that the professional excellence required of those ensembles has any effect on participation?

MR. MING: No. I think the people who can qualify through audition can play the works. I do not think that the standards exacted by the directors are a factor in this.

MISS DRAHEIM: Every year it seems somebody comes in and complains of registering for band and being declined because there were too many flutes. Of course you never hear about violins!

MR. HESELTON: There aren't too many halfbacks or six-foot centers, either.

EDITOR: Coach, your area is an extra-curricular activity. Do you notice a change?

MR. HESELTON: Yes, but less than expected. Dr.

Wriston had a big influence on our athletic program because during his tenure athletics became oriented to the academic program. Succeeding presidents, athletic directors and coaches approved of this philosophy, which has made the program at Lawrence unusual compared to many schools. The late Art Denney (athletic director from 1923 to 1964), who was here when that change was made, approved of this approach and adopted it. He was athletic director when I came in 1938 and he held the post until his death, when I took over. There have been only two athletic directors and, you might say, two long tenure coaches in all this time.

Athletics have helped the presidents improve our college-community relationship. We have followed a very amateur, honest, educational athletic program all the time. We in athletics have as much or more contact with alumni, with the public and with the parents as others within our community. We do hear a lot and we do get a pretty good idea of just what is expected by our constituents.

There have been changes in the athletic program when changes have been made in the academic program. It is as hard for us to attract participants as it is for the conservatory for the simple reason that students don't have time. As far as we're concerned our problem is just simply how much help we can get and it begins with admissions and who has the influence on admissions. The type of student Lawrence is seeking, leaning toward and accepting, affects us. It is tougher as costs get higher. It is much tougher now because of the competition from state universities — how large they've become, what good facilities they've got and how cheaply a student can get a degree.

MISS DRAHEIM: This business of cheapness, I suspect, is in many cases purely relative. It depends on how much they want to spend, how much they often do spend and the hidden costs. This has been rather carefully analyzed here and we know that the original cost figure that the parent confronts is much higher for us than it is for the state institutions. When the student balances his books later it might turn out not to







have been that different.

MR. HULBERT: The only point, Dorothy, is that at the time of choice for the student and his parents, the obvious costs are the only ones that count.

MISS DRAHEIM: As I understand it, President Smith is very much interested in an overall recreational program that would put quite a bit of emphasis on activities that are accessible to many more students. Have you heard anything of this?

MR. HESELTON: Yes, he mentioned this when he came to Lawrence and it is not surprising that he did. Art Denney developed one of the best, in fact the only, recreational program in the conference. It is a very good one and we have tried to maintain and improve it. The only thing that holds us back is manpower, money and facilities, but that criticism can be made of all colleges in America. All we can do is promote it and make the facilities available. It is interesting, Dorothy, that both the Troyer and Povolny committees (curriculum study committees functioning during the 1950s and 1960s, respectively) were exceptionally complimentary toward our athletic program and recommended we continue with it.

Lawrence has one of the best athletic programs in the country and is a member of one of the best conferences. It's the most academic athletic conference and we are the most academic of them because of our belief in the program and the continuity we have experienced from Wriston to today. Although we have accepted faculty direction and kept athletics secondary to academics, we still have had a successful varsity, intercollegiate program.

MISS DRAHEIM: Do you feel we are beginning an era when everybody is just going to have to do the very best he can with less than we have had in the last ten years?

MR. HESELTON: Yes, we have been constantly attempting to do this very thing, but our number one obstacle is our location. The gym, fields and other equipment are across the river. If we're a little higher priced and lower in participant interest, it's because you have to get across the river! Odds against participation were even greater

before the advent of the Blue Goose (the bus which transports passengers between the north and south campuses)!

All kidding aside, cost is a problem and, unfortunately, no one points out the fact that we spend so little on such a full program. Most of the students we get are motivated, good people who want our physical education program. It is an extension of their high school program. They need it and want it and we have no problem getting them to participate.

We'll have ups and downs as far as varsity material is concerned, but that is natural. We will always be influenced by admission goals and current interests of students. Our coaches believe in small college athletics. I believe there will always be a need for the college we are — a high quality liberal arts college for the person who does not belong in a big university. I still believe there is such a thing as a liberal arts college where there are professors who are teachers, dyed in the wool teachers, and that there are plenty of kids who want to go there and the majority can and will pay their way.

Lawrence doesn't have to buy athletes; our athletic program is not structured that way. We have always had students who have given their best in intercollegiate competition, in intramural programs and in recreational programs. As alumni they are continuing to give their best to their careers, their professions and their families. Look at our alumni lists where former student-athletes now hold high positions in all professions. My point is that this is the type of program we need, the type of program the students want, and, having worked with our staff and knowing them, I believe they will continue on with it.

EDITOR: How do state institutions compete with Lawrence?

MR. HESELTON: We notice it more because we are competing for the same athletes within the Wisconsin area. When I came here, for instance, Oshkosh had about 750 students with no educational reputation and few facilities. Now they've got facilities as good if not better than ours,



especially in athletics. It is better academically, but it is not as selective as Lawrence.

MR. HULBERT: It was with the University of Wisconsin-Madison or with the University of Wisconsin-Milwaukee or a state institution of that calibre that we competed in the past. Other state institutions have grown and have increased their usefulness to students and we can expect competition for Wisconsin students from places like Oshkosh and Green Bay. We still attract roughly a third of our students from Wisconsin, another third from the midwest and the remaining third from a variety of states and foreign countries and I think we always will if we can bring the message to them properly.

MISS DRAHEIM: When we consider competition from state institutions, we must remember that they have grown largely with a group of people who did not formerly attend college. State institutions have broadened the pool of college participants. This looks as if it might be changing a little bit, too.

MISS JONES: In the early years, many students came to Lawrence saying, "I'll come to Lawrence for two years and then I'll go to the university" and they did. There was a big attrition after the second year. Now many more of our students stay through until graduation. Maybe we lose a great many of them in the first place, those who never apply here. The idea in the old days was that they could come to a small place and grow up a little before they went to the big university. I don't think they have this feeling anymore.

MR. HULBERT: Parents thought of Lawrence as a "safe" school, Anne. There is no "safe" school now.

MISS JONES: Yes. Within the course of the first two years, students also become committed to our type of education. They used to say they could not get the things here they wanted to get, noting that the English department at Madison had 55 courses and we only had 10. Not knowing that they could not take more than 10 courses either place, they would have to go to Madison. The social pressure also has changed remarkably, just

tremendously. Students were always complaining about the social life here. They felt that there would be many more things to do at the big university. I don't hear this nearly so much.

EDITOR: To what do you ascribe this change?

MISS JONES: I have heard from students who have transferred back to Lawrence. They just cannot stand being simply a number in a great horde. They want to come back where they can have independent studies or tutorials, where they can be known by their teachers or can really count for something themselves instead of just soaking up the advantages.

MR. HESELTON: Students also were influenced to stay by athletics and extra-curricular activities, which gave them a sense of involvement and accomplishment.

EDITOR: Are we changing because students are telling us what they want or have we arbitrated this within the academic community?

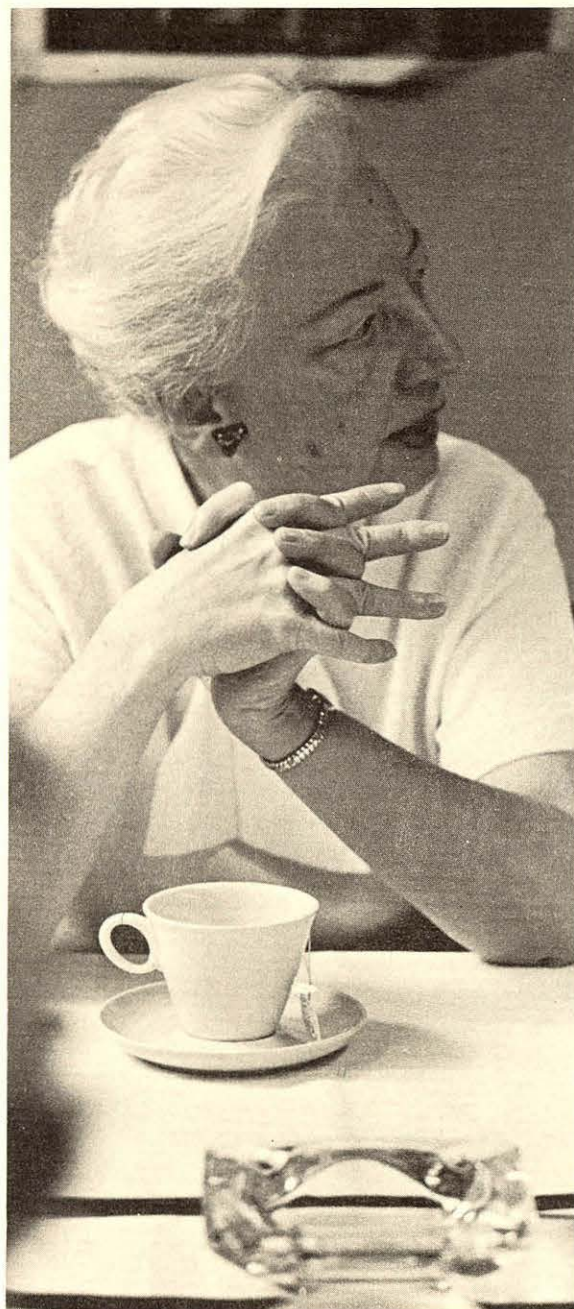
MISS DRAHEIM: There is student contribution to a greater extent, I suspect, much of which began with the encampments of the 1950s. People got together and talked about things. The students felt relaxed enough and the numbers (students and faculty) were equal enough so that students could make the statements that they wanted to make.

Many of the changes that we make have resulted from student comments and suggestions. Students don't tell us what they want; they don't know what they want. They will say, generally, "We need a broader program of some kind or other." When you get right down to specifics I doubt if we get very many suggestions from students, but the availability of an option, the freedom of choice of courses or program, offers them a means of expressing what they want.

MISS JONES: There are some programs, such as the foreign programs, that have come as a result of student demand or request. Although we have participated in foreign programs for years, it was student interest which prompted the establishment of foreign campuses. The department that is on its toes recognizes certain changes in the nation as a whole and can often get the jump on the student.







You can make changes within your own department that make students feel that "Oh this is great, this is fine. We've got an up and coming department." Often the faculty has seen the changes abroad and has perhaps done something before the students develop an interest in it.

MISS DRAHEIM: There is the possibility of faculty using student support to have a program approved. Faculty members sense what the students need and then are able to develop a program. We need this faculty awareness and response and, I think, it has worked to the students' advantage.

MISS JONES: Students do not have a long enough span of vision because they are here only a short time. By the time they are sophomores they know everything and say, "Oh, well your department is monolithic," not knowing that within the last two years you have made drastic changes. These things they do not understand. Sometimes, too, that applies to the administrators who have just come in and who do not know. They think that you have been doing the same thing for twenty years when you have to point out that you are at the forefront of something or other and you made these changes the year before they arrived.

MR. HULBERT: I want to say something for the administrators. If it had not been for the leadership provided us by our presidents, we might not be where we are today. That is particularly true of men like Henry Wriston, Nathan Pusey and others who were innovators in the academic world and became well known for spearheading academic change and innovation while, at the same time, understanding, and devoted to, the liberal arts ideal. This ideal needs reinterpretation every now and then.

When Mr. Wriston came to Lawrence, he found a situation that called for considerable initiative on his part to eliminate some of the deviations from the liberal arts approach which had found their way into the curriculum. I do not fault Dr. Plantz because he was building a campus and prestige for Lawrence practically alone and was doing a good job of it. As a consequence, however, some of the faculty developed programs, such as business

administration and engineering, when they should not have a place in the liberal arts curriculum. These programs were cut out of the curriculum through Mr. Wriston's sheer determination to make Lawrence a good liberal arts college. He did not win a lot of faculty friends by doing that, but nonetheless he accomplished a great deal for Lawrence, and that was his aim. He redirected

We should build upon his work and the work of those who followed with student participation, particularly in these later years. In the 20s and 30s there wasn't very much student involvement. Mr. Wriston relied pretty heavily on himself and a few faculty leaders to accomplish his goal.

MISS DRAHEIM: There was a climate of obedience in those days — at least overt.

EDITOR: What have been some of the building blocks that have brought us to the program we have today? We talk about what an innovative program Freshman Studies was. What others have we had?

MISS DRAHEIM: We had tutorials at the upper level from the time of Mr. Wriston, certainly. Although it may be significant in many other schools, too, it certainly is here. This opportunity for advanced students to study at an advanced level with an individual whom they know and respect is a very strong feature of our program. It has been all along.

MISS JONES: The many opportunities now even for underclassmen — freshmen and sophomores — to do individual work is quite unusual, I think. You rarely find that sort of thing in other institutions.

MISS DRAHEIM: This may be beside the point, but we have noted that the 3-3 (three courses per term for three terms) popularity stemmed in part from the faculty preference for teaching two courses a term. Would you say that the tutorial program has extended that for a great many people on the faculty? Are they teaching two courses plus a lot of individual work that formerly may have not been the case?

MISS JONES: Yes, I think so. It is a rare term that you do not have two, three, four, even up to six tutorial students in addition to your course load.



EDITOR: Are these not restricted to juniors and seniors?

MISS JONES: Primarily, but one year I had a group of very unusual freshmen and, during third term, I simply offered them a seminar over and above the regular teaching load. Actually it was a little bit like what we do in Topics of Inquiry now, but it was a seminar type course offered on the freshman level. I have had sophomore tutorials. Gerry Reed (associate professor of French) has been teaching one or two freshman tutorials. He has one next term. It's very unusual.

MISS DRAHEIM: We will have to invent a new course number just for freshman and sophomore tutorials!

MISS JONES: These building blocks that you are talking about are not Freshman Studies or Sophomore Studies or sophomore tutorials or any of these things separately. These courses have been meant to implement the desire on the part of the college to center the education around the individual student mind. This is the theme. I had a talk yesterday with a girl who just transferred from a large university and she somehow or other had the notion that our program was just a smattering of this or that. You took off the top of their heads and threw in all these various things, and then put the top back on. This, however, did not jibe with what she felt she had been getting and I said, "Don't you understand. Don't you see what it is. You are the one. You are the important person. What we are interested in is not that you necessarily have read every single modern French dramatist but that in the course of the study, you are gaining in powers of understanding and intellectual growth. You do this through the various courses." "Well, that's what's happening," she said!

MISS DRAHEIM: That sends some of our little ones off campus for a term to think things over. Suddenly, they are aware of the extent to which they are being changed and this takes recognizing.

MISS JONES: It's very difficult in the first term, because we have a great many recalcitrant freshmen. They think they want independence; they

want all sorts of things. What it really comes down to is they don't want to take the responsibility for their own education. Many fight like fury in the first term because in spite of what they say, they do not really want it. They have to be won over. This was one of the aspects of Lawrence that I encountered when I first came here. The role of the teacher is to a great extent the role of a missionary. There are a lot of students you have to convert, in a literal sense, turn around.

EDITOR: Is this true in the conservatory?

MR. MING: No, because most of our people are pretty specifically vocationally oriented when they come into music. The changes that are likely to occur with our students will be in the area major. They have had years of contact with this discipline so they know where their interests lie.

MISS JONES: I think conservatory students often turn around completely in the course of Freshman Studies.

MR. MING: Oh, there is no question about that.

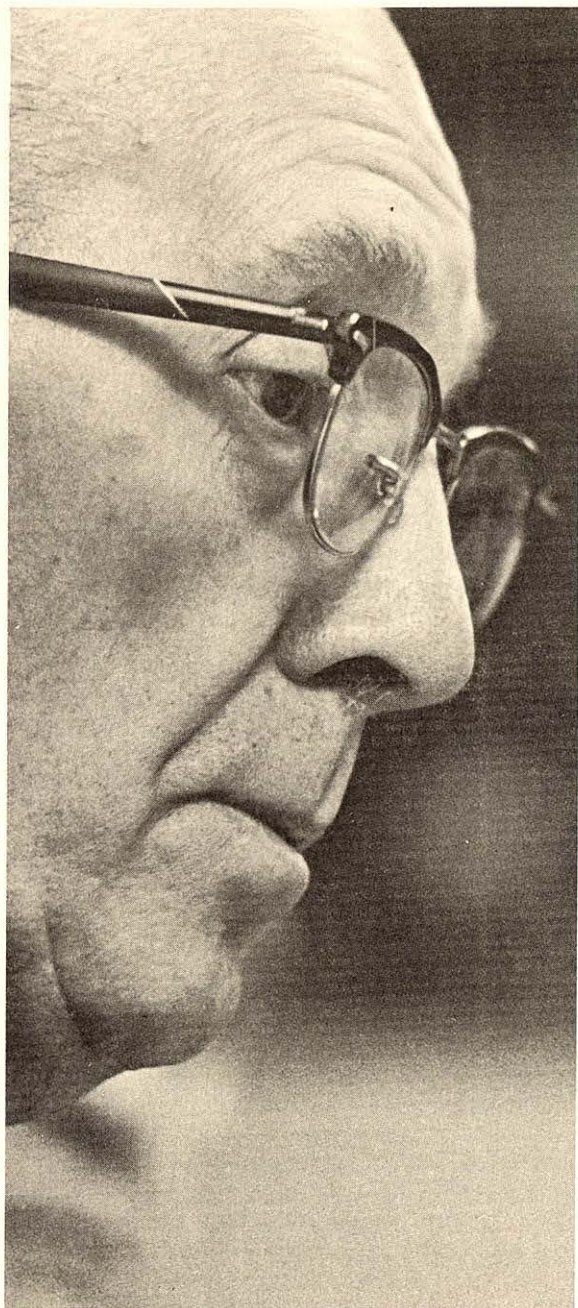
MISS JONES: It is not that they leave the conservatory, but that they look upon their discipline very differently.

MR. MING: In a completely different way. This is one of the things about Lawrence that is so invaluable, in my judgment, in the training of a musician to perform a certain work of literature. If I have someone studying with me and attempting to perform in a knowledgeable way a work from the late 19th and 20th French literature, I insist that he study the language and the literature and, if possible, the art and the architecture. Only in this way can the student gain what I think is a complete understanding of the work and the culture it represents. This is something which a school like Lawrence can do superlatively well.

I had a very good illustration of this brought to my attention this past week by a student who is presently on our London campus. When he discovered one of the masterpieces of 20th century music, *Daphnis et Chloe* by Ravel, he reacted in an extraordinary way to this piece. He wrote that he had recently made his first trip to Paris and asked, "Why didn't you tell me what an extraordinarily







beautiful place it is?" Well, one doesn't lecture in a course on 20th century music on the beauties of the city of Paris. One well might, but I hadn't done this. But to come back to the point, he reported he went to the Jeu de Paume Museum, which has the greatest collection of impressionistic paintings in the world, and he said, "I stood in front of the Monet and I wept, because I had never seen anything like it. Only at that time did I fully understand the Ravel." This is an example of what I'm talking about. Lawrence is marvelously equipped to give this kind of broad spectrum of education and understanding to its students in any major.

MISS DRAHEIM: That aspect is not necessarily reflected in our admission techniques.

MR. HULBERT: May I interrupt you, Dorothy. I would like to speak now because I must leave shortly and I want to get it out of my system. During the time of the Troyer Committee's exploration and in the experiences which followed, I learned for the first time that the ideal of the liberal arts and the way in which a liberally educated person acts and behaves toward various intellectual problems and toward other people can be achieved just as well in a limited area of study as it can in a larger, more general area. This is particularly true if the person who is in charge of the course is himself liberally educated and can show by example, as well as by word, how the student ought to go about obtaining his education. Anne expressed it so well when she talked about the student oriented faculty and our attempt to give the student intellectual maturity. We want to help him to achieve this maturity, help him to know that he has to discard prejudices, and that he has to work to achieve knowledge and wisdom which he can document with evidence. These are skills that a scholar, in the better sense of the word, acquires.

Sometimes we're afraid to move in directions that look to us to be restrictive. In the beginning, for example, some of us were a bit worried when psychology seemed to become too restrictive, but I think that psychology is the kind of subject that

cannot be restrictive, really. The people who are working in this department understand that they also have to open the minds of their students to broad horizons. They know that as the student studies a subject in depth, he will see the way in which it is related to other subjects as well. We are not afraid anymore of specialization and the fact that we allow our freshmen to elect courses which in some cases, as the *Lawrentian* reports, seem to be above their heads. Courses with which students have to struggle and where a certain amount of background knowledge is pre-supposed upon entering the course will lead one down a narrower trail at times, but as the trail narrows in a way that a liberally educated person would shape it, I have no fear that the student will flounder. We have always been concerned about the quality of the faculty. As long as our faculty members exemplify the liberally educated person, as we expect our students to become or hope they will become, we have no difficulty on our hands. Liberally educated faculty will see to it that the students approach their studies in a liberating fashion.

MR. HESELTON: Isn't that very tough to do or have they done that very well?

MR. HULBERT: It's tough. I don't know how well we have done it because we have never assessed in the proper way the outcome of the Lawrence educational experience. This is one of the things which I am very much interested in our doing as we approach the 125th anniversary. As we request funds, I would hope we make provision for a continuing or periodic examination of what we are doing and what the students are getting from the experience. We don't really know. We guess or we take testimonials from students but we do not know other than that.

MISS JONES: What they say when they graduate is not what they are going to say a long time after. Often they cannot say it; they do not know how to say it. It is just something that happens to them. I think the best index of it all is to compare freshmen with seniors. There you see a tremendous difference.

MR. HULBERT: I would also like to compare them



with the alumni who have been graduated for ten years, to see whether the ten year graduate is still as avid a reader, for example, as he was as a senior. Does he take chances in his scholarly behavior or his social behavior that we think he would have as a senior? They do not all turn out to be what they seemed as seniors. I remember this anecdote, reported by a one-time Lawrence dean, who sat next to a woman at a dinner following a lecture given by a faculty member at the Episcopal lecture series. The woman had been talking to someone who was very disturbed because she thought the lecture was perhaps too Keynesian in its approach to economic problems. She was worried about the effect of such teaching upon the students. The other woman said to her, "Well, I wouldn't worry about that at all." The dean thought, "Yes, this is going to be someone who will stand up for the institution and explain what we are trying to do." "Because," the lady continued, "after they have been out a few years, they fit in very nicely with the establishment. They go back to the blanket." I think we should find out whether this is true or not.

MISS JONES: Just yesterday, I heard of a student — a freshman — who had decided before coming here to major in economics but has now changed his mind because he found all the members of the economics faculty too radical. They were all so Keynesian, he said, that he did not think he could take it.

MR. HULBERT: Freshmen are apt to be pretty conservative. Yes, they are. They are very traditional in many ways and you have to shake them up some.

EDITOR: We talk about having to turn freshmen around, to shake them up, to push them into taking responsibility, yet all of the changes in the curriculum have been to reduce those kinds of guidelines or directives. Emphasis is now on self-direction with assistance from advisers. Is this really the way to do it? Does it help freshmen or is it just confusing them?

MISS DRAHEIM: That depends a great deal upon the students. We have found that in the last couple of

years the numbers of conversations with individual students about many things have increased beyond just the increase in enrollment. Even in my area where advising is not the norm, I have more students every term who come in and say, "Now, what can I do to accomplish this?" or, "Why should I do certain kinds of things?" We just have more individual conversations. It's the pattern of the day, I think, the expectations of the students. They are very interesting. Two boys, both of whom have been concerned about whether to be regular majors or do patterned or designed kinds of things, have said to me after a conversation, "Well, you've given me a lot to think about." It is gratifying to work with students who have gotten themselves quite well out of any kind of traditional pattern and are asking how they can develop their own program at Lawrence. It just means that they are not fully aware of the breadth of possibilities. After a short conversation, they generally feel reassured and not as lost. We are going to meet more of that as we work through the Scholar of the University Program.

MISS JONES: The committee now working on revising the freshman year is facing this same problem. Part of the difficulty is that there are members of the faculty who simply do not want to become involved in something like Freshman Studies; they just want to pull out. President Pusey went out of his way to make the teachers understand why it would be good for them to be in Freshman Studies.

Although each has made significant contributions in other ways, no succeeding president really has ever had the courage to come out and say, "Look what this is going to do for you," or "Look what you can do for the college." They have simply said, "We have to staff the course." When the course was first stated it was perfectly plain that this was part of the teacher's education as well as the students. This is not popular anymore. Many teachers do not want to be educated outside their own fields, especially those in the sciences, I think.

MR. HESELTON: Anne, don't we find this when





hiring professors, especially as it comes to teaching and research where we've had so much trouble. Remember that one faculty meeting when we talked about the hiring of a man in the sciences. Members of the science departments pointed out that you just can't hire a science teacher because they are going to get offers with research facilities and they want this. But if we want to have the kind of students come here who belong here, we should have the kind of professors who will give them what they need.

MISS JONES: I think we have come to a period in which the scientist has to be doing research, has to be publishing, in order to remain a scientist. He is not fully in control of his own sphere. I don't think this emphasis necessarily keeps him from being a more liberally educated person and there are plenty of people from science who prove this. Ideally, Freshman Studies should be staffed only with people who volunteer. Then you would get the people who really want the experience and avoid those who do not. The more there are who want the experience, the stronger the course, and the greater the impact on the freshmen.

EDITOR: May we go back to Miss Draheim's earlier comment about our recalcitrant freshmen and how we are not getting across the point of our program in admission techniques?

MISS DRAHEIM: I probably have not read enough of the literature lately, but I think it would be very valuable when talking to students who are interested in Lawrence to in some way approach the "you" centered kind of thing that Anne has just described. Certainly there is no age at which the "you-ness" or the "I-ness" of the person is more susceptible, or more visible, shall we say. I think it might be interesting to follow up some of the things we do to see that this is brought out.

EDITOR: You do think that this is something that the students discover after they get here and have not been prepared to anticipate it?

MISS DRAHEIM: They don't understand it fully. They don't know what it means, no.

MISS JONES: Just like those students who write letters to the *Lawrentian* saying they want to be

considered adults. They want to be free with no restrictions; they want to be responsible for their own education and so on. I have one in class right now who is a great writer to the *Lawrentian*. He told me the other day, when I was complaining about the tremendous number of mistakes in his paper, that the trouble was, "nobody *made* me learn these things." He is the great advocate of responsibility for one's own education, yet he wants somebody to stand over him with a stick and make him learn.

MISS DRAHEIM: There is another aspect and one of the most significant in the varied demands that we make on our faculty. That is the advising system. We are taking almost 100 faculty members out of their discipline and putting them face to face with the students. This is another contact outside of one's discipline, another opportunity to develop a group of reluctant people who are working with people whom they have not chosen. Assigned freshmen, they must work with the situation. There are plenty of opportunities for changes, but there is certainly a broad range of approaches to the problem of the activity as advisers, many of which cut deeply into the pursuit of their regular discipline. For my own interest, I would like to know what you think the advising program contributes to the kind of school we are?

MISS JONES: Well, I really don't know. I don't know how it can be assessed. I think in my own department I can say that we know our majors well and we spend a good deal of time with them.

EDITOR: Do you think that we may ever reach the point where we would hire professional counselors to advise in the academic area?

MISS DRAHEIM: We certainly are not trending in that direction. I think there are enough faculty who find value in this contact with students.

When we talk of the history of Lawrence and the changes which have taken place, I recall Mary Morton's annual report at the end of '62-'63 year. It was a summary of the eight years that she had been here. She found the Lawrence of 1954 the same as she had left 26 years before. In those eight years as dean of women, she found there had been

more changes than in all the time she had known the school. As I reviewed Mary's report, I found that there were many things that have come to pass just recently that were really being talked about in the late 50s and early 60s. Some issues took anywhere from five to ten years to mature. All that time, committees were at work and yet, when announced, we questioned whether we had given enough time for discussion of those significant changes.

MISS JONES: As I reviewed the action taken by the faculty during the past 30 years, I was struck by the caution with which the faculty wanted to give up rules for class attendance, reporting absences, permission for cars. The loss of these things which they saw as good for the academic side of the college has since apparently proved not to be as dangerous to the academic life as was feared. I can still hear M.M. Bober (professor of economics from 1927 to 1951) speaking with passion in a faculty meeting: "If the students do not come to class, they will not learn anything and they will not come, if you do not make them come." Yet they do come. They are there, and some of them who do not come learn.

EDITOR: Reading through the catalogues, I find the statements on purpose or goals of Lawrence are rather general and limited. Do we know what Lawrence is?

MISS DRAHEIM: Do you know what I think Lawrence is? I think it's a big head and a big heart with an ear to the ground and a hand out.

MR. HULBERT: If that's so, it isn't bad! Don't forget the last, though.

MR. HESELTON: What kind of a student body should we be seeking and what are our criteria? At one time it was strictly rank in class, then it was board scores, then it was boards and rank in class, then it was recommendation of high school counselors, then it was this, then it was that. Who decides, who has control, the president or admission counselor?

MISS JONES: I think the various committees have made recommendations. The Povolny Committee recommended changes in the type of student that



we should go after. The Troyer Committee recommended certain kinds of students. I think it has depended often as you say, on the bias of the president or the admission counselor. For a brief period, anybody who came out of a private school in the East — no matter if he stood low in his class — was good enough for Lawrence, but we quickly found out he was not.

**MISS DRAHEIM:** The president does have much influence, but so often does the business manager. They are very much interested in the student who has proved himself able to do well in high school, to understand what college is all about. They want students from various parts of the country. They also want students to have a certain amount of financial backing. Do you realize that the median income nowadays for a student's family is between \$12,000 and \$15,000 a year and going up to \$18,000? There are many below that median, but \$12,000 to \$15,000 now makes a student eligible for financial assistance. This is quite different from even a few years ago.

Admission counselors will look at all regions. As much money as we can spend for admission is spent to send our counselors to various kinds of high schools and to get acquainted with a great many counselors. There is an emphasis on educating high school counselors because they have a great deal of influence on the prospective student.

**MR. HESELTON:** They wield such great influence that you have not only to educate them, but to play up to them.

**MISS DRAHEIM:** Yes, they do. We have had, you know, counselors' days here. Sometimes we have had very good results from the counselors who have come here and who have had some sort of information about the university. For instance, this fall we sent Gerry Langer, a senior physics major, to high schools. Although he may not bring us a great many physics majors, he has been very well received in the high schools that he has visited. In fact, a story came through from the admission director of another college who visited the high school that Gerry had just left. This

director said, "I couldn't even get them to listen. They were all talking about Lawrence." Well, that is music to our admission counselors' ears.

We are concerned about numbers. The enrollment committee constantly reviews what is going on in the student body. Right now we are concerned, and this may surprise you, about intra-retention as well as retention through or at the end of the year. Why do we have fewer people or why is there a drop in the senior year itself? It is because our programs are so varied. We have 100 students going to summer school every year and that is exclusive of our own European programs. And we have four-course programs, teaching programs and ACM (Associated Colleges of the Midwest), so that a number of people are accelerating their work and finishing at the end of term I or II. That is one of our concerns.

In order to keep the classes and dormitories filled, we have to bring in more freshmen. You try and contact that many more qualified people and interest them in the program! Admission people are always looking for good students who represent the black population. They want to keep a very strong appeal in the midwestern areas, the Chicago-Milwaukee area. They need to do that; it is the prime source of our support.

**EDITOR:** A point raised during interviews with incoming conservatory students this fall was the attractiveness of the five year program resulting in the receipt of Bachelor of Arts and Bachelor of Music degrees. Although a report shows an increase in retention within the program, it is probably too early to tell or sight a trend.

**MR. MING:** This is another one of the options that we offer students that apparently is attractive to them. For those who can afford the five year integrated education, this is a marvelous answer. They want the broad spectrum of the liberal arts based education and the professional education at the same time and this is a way to get it. In a sense, they are getting the best of two worlds.

It is very interesting that our graduates in music have had no problem at all in getting jobs. They are in very great demand and they compete



extremely well with graduates of any school. I think it comes back to the relatively small class, the personal contact between the teacher and the student and the mushrooming growth in enrollment at the state institutions versus Lawrence's commitment to a relatively small size and its own kind of education. I think we are not going to have significant trouble holding our own and attracting students.

**EDITOR:** Ladies and gentlemen, thank you for being with us today.



# Synopsis: Faculty Actions from 1947 to Present

1947

Approved the enlargement of *The Course Schedule* to include descriptions of the general requirements and of the major requirements.

1948

Required students entering teacher-training to petition the Committee on Teacher Selection for permission.

Restricted smoking in instructional buildings to faculty offices and with the consent of the instructor in charge.

Required attendance in each semester of the final year for graduation.

Ruled ten cuts in any term excessive.

1949

Required for graduation six hours of English 11-12 and eliminated drama, literature, music or visual arts as a requirement.

Required married students to seek permission from the president to continue studies.

1950

Rescinded the requirement for reporting mid-semester grades for seniors.

Opposed granting travel time to students before and after holidays.

1951

Approved a no cut policy, stating "no cuts are allowed, attendance at classes being one of the basic precepts of student life."

Stated that a candidate with one or more grades of F on his record may be denied graduation.

1952

Troyer Committee begins curriculum study.

1953

Established Extra-Curricular Affairs Committee.  
Established the Judicial Board.

Forbid students from having television sets in their rooms and putting up antennas.

1954

Adopted specific requirements for the Bachelor of Arts Degree and new requirements for the Bachelor of Science degree.

Abolished mid-term grade reports in all classes numbered above 20 except for juniors on probation and all freshmen and sophomores enrolled in the courses.

Empowered the Judicial Board to participate in the determination of penalties in cases of excessive unexcused absences from classes and convocations. Noted ten class cuts and four convocation cuts were allowed before achieving the no-cut classification.

Clarified academic standing as *good standing* or *on probation*. Freshmen with .7 and above and sophomores with 1.0 and above are on good standing. Students with 2.0 or better are on the Dean's List.

Approved advanced course work for freshmen who pass a selective examination or who placed in the upper quarter of their high school class.

Approved unlimited cuts for juniors and seniors on good standing.

Granted credit for summer school work subject to prior approval of the Committee on Administration.

Approved the membership of the director and four instructors from The Conservatory of Music on the college faculty.

1955

Approved the Bachelor of Arts in music degree.

Required all physically qualified males to take military science.

1956

Approved Sophomore Divisional Studies in Literature and the Arts, Natural Sciences and Mathematics, and Social Sciences.

Approved two recital and music convocation cuts per semester for music students.

Endorsed the suspension and withdrawal of credit for the remainder of the semester for any student maintaining an automobile on campus.

Supported the first Encampment at Green Lake.

Approved unlimited cuts for sophomores, juniors and seniors on good standing.

1957

Approved individual responsibility for class attendance for sophomores, juniors and seniors not on probation; freshmen allowed cuts equal to the number of credit hours per course.

Endorsed the cooperative program in engineering with Massachusetts Institute of Technology.

Approved awarding *cum laude*, *magna cum laude*, and *summa cum laude* degrees for students with high grade point averages and who completed honors work.

Amended intoxicants rule to include no drinking of alcoholic beverages in a college building or at a college function.

1958

Approved evening advanced undergraduate courses for teachers and adults.

1959

Approved participation in the Associated Colleges of the Midwest (ACM).

Approved courses in Russian language and literature.

Approved experimentation in independent studies courses.

Approved courses in social sciences as alternatives to the requirement of History of Western Civilization.

Approved further development of courses in Asian studies and social studies under Carnegie and Ford Foundation grants, respectively.

Approved the substitution of an advanced course in a foreign language for the English literature requirement.

Approved credit for advanced standing based upon results of entrance examinations.

Endorsed a penalty up to suspension with subsequent loss of credit for maintaining an automobile on campus.

Approved tutorial studies in mathematics.

Approved participation in the ACM Argonne Laboratories program.

1960

Required students to complete distribution



requirements by the junior year.

Approved departmental or pattern major of 24 credit hours in a given department or area, subject to the approval of the department or supervisor.

Approved revisions eliminating repetition within the science departments and providing two introductory courses in physics and chemistry: one for non-majors and one for prospective majors which would allow them to enter readily into advanced work.

Required freshmen to have a .8 grade point average with physical education to remain on good standing.

#### 1961

Approved departmental examinations.

Approved an interdisciplinary major in the sciences.

Approved the awarding of *cum laude*, *magna cum laude* and *summa cum laude* for honors in course and completion of a thesis. Approved the National Science Foundation In-Service Institute in physics and chemistry for teachers.

Reduced the number of required convocations and eliminated required attendance at the Artist Series.

Affirmed opposition to racial and religious discrimination in fraternities and sororities.

Adopted the three term, three course per term, academic schedule.

Required reports to the registrar of mid-term grades for freshmen and sophomores with a D or F.

Approved participation in the ACM Wilderness Field Station program.

#### 1962

Established a major in Russian area studies and language and literature.

Abolished the Bachelor of Science degree.

Approved the Honor System and Student Honor Code.

Approved deferred rush for the fraternities and sororities.

Removed the restriction of "at any student function" from the intoxicant rule.

Approved participation in the ACM Urban Teach-

ing program.

#### 1963

Approved the in-service course Basic Concepts in the Sciences for elementary teachers.

Endorsed a statement against membership discrimination in national organizations and called for the removal of such chapters from campus if they did not comply by July 1, 1966.

Approved participation in the ACM Costa Rican Studies program.

#### 1964

Abolished Sophomore Studies in the Social Sciences and Natural Sciences.

Arranged for completion of elementary education work by students entering from Milwaukee-Downer.

Exempted incoming Milwaukee-Downer students from comprehensive examinations.

Accepted Home Economics as a terminal program, allowing students to elect the courses, but not as new majors.

Approved a three-year trial program in Occupational Therapy.

Approved participation in the ACM Newberry Library Seminar.

Allowed students entering teacher-training to petition the department chairman directly.

Endorsed required attendance at convocations.

Established the long Winter Weekend during Term 2.

Approved the Trustee's statement on discrimination within social, academic and other campus organizations.

Approved the summer program beginning in 1965.

Approved student use of television sets in the dormitories on election night.

Approved revisions in departmental examinations.

Disallowed honors at graduation for anyone who failed a departmental examination and approved eligibility for honors in course for those who passed it.

Approved exemption from the departmental examination for any student who completed an honors project.

#### 1965

Approved participation in the ACM Urban Semester Program.

Advised the faculty secretary to report faculty deliberations important to the student body to the *Lawrentian*.

Approved granting of bachelor degrees to students who have completed work at the end of Term 1.

Approved of students dropping courses without special permission during the first three weeks of a term.

#### 1966

Abolished the program in Occupational Therapy. Forbid the practice of Hell Week among the fraternities.

Approved of juniors and seniors participating in a fourth course graded on a Pass/Fail (P/F) basis.

Approved participation in the Intercollegiate Center for Classical Studies in Rome.

Approved of communicating faculty deliberations to the *Lawrentian* and students at the discretion of the President and Dean of the College.

Endorsed the establishment of the German Study Center.

Acknowledged efforts of membership organizations to eliminate discrimination and urged withdrawal from campus of those organizations which could not eliminate discrimination by 1968.

Approved the use of cars by seniors, commuters and students attending overseas centers.

#### 1967

Rejected a proposal for invitational dormitory visitations.

Rejected a reduction in the number of annual convocations.

Referred a second invitational dormitory visitation proposal to the Board of Trustees.

#### 1968

Allowed departments to experiment with respective departmental examinations.

Commended members of organizations who



severed relations with nationals on the principle of racial or religious discrimination.

Allowed participation in six P/F courses during the junior and senior years.

Allowed experimental interdisciplinary courses to be taught for two years under the title of University Courses.

Approved participation in the ACM Semester in Creative Dramatics and Children's Theatre.

Approved the constitution and by-laws of Lawrence University Community Council (LUCC).

Approved revisions in Freshman Studies.

Approved off-campus living arrangements for 30 students.

Approved participation in ACM India and Urban Studies program.

Approved foreign study programs, Paris Seminar, Study in Spain, and Eastern European Field Trip.

Approved marks of Pass, Fail, or Pass with Distinction for departmental examinations.

Povolny Committee begins study of the institution.

## 1969

Approved an interim program of special advisers to help black students enrolled at Lawrence and requested an ad hoc committee on Negro affairs be established.

Approved courses in areas related to black studies.

Established a study center in London.

Expanded curricular offerings in non-western studies.

Approved participation in the ACM University of Cairo program.

Required attendance only at matriculation day and honors day convocations.

Approved Topics of Inquiry.

Urged advisory and instructional assistance to the academically handicapped, and allowed them the right to withdraw without penalty before the final examination and nine non-graded courses during the first two years.

Approved student participation in the October Moratorium.

Approved participation in the New York City

Urban Fellowship Program.

Approved courses in sociology.

## 1970

Encouraged admission counselors to seek students of higher academic aptitude, from broad academic and socio-economic backgrounds, and to identify risk candidates before admission. Recommended entering students have completed four years of English, three years of mathematics, three years of a foreign language, two years of history or social science, and two years of laboratory science, and courses in the creative arts.

Replaced the Committee on Admission with the University Council on Admission.

Revised the freshman program to include one term of Freshman Studies and two terms of Topics of Inquiry, to be graded Honors, Satisfactory or Unsatisfactory.

Established advisory system, assigning a fall-term instructor or a professional adviser to each freshman. An upperclass adviser will be a member of the department or faculty member most involved in the topic of the selected major.

Approved a disciplinary, interdisciplinary, or student-designed major, the total courses not to exceed 50 per cent of the student's work.

Required for graduation the freshman core program, a major, and 18 courses outside the major.

Abolished Pass/Fail marks in favor of Satisfactory/Unsatisfactory(S/U).

Asked departments to encourage independent studies among seniors.

Provided for senior research seminars or colloquium, marked on a S/U basis, at discretion of the department.

Required a passing performance in departmental examinations for graduation.

Allowed sophomores, juniors and seniors the option of one course per term on a S/U basis.

Approved three terms of physical education, marked on a S/U basis.

Approved student membership on committees and renamed faculty committees to university committees.

Approved a program in elementary education.

Agreed to discontinue the Air Force ROTC program on campus.

Disallowed a request for a nine-day October recess to enable students to participate in political campaigns.

Approved an LUCC constitutional amendment providing for 12 student and 11 faculty members, each having one vote. A quorum consists of six students and six members of the faculty.

Allowed students to write for credit in courses offered at the university.

Agreed that two years residency on the campus was required for graduation.

Transferred the delegated responsibility for approving new groups on campus from the Committee on Administration to LUCC.

Approved student designed courses.

Approved the Scholar of the University Program.

Disallowed further credit for Arabic Studies.

## 1971

Approved, in a LUCC referendum, the requirement that any student matriculating at Lawrence accept the Honor Code whether or not he or she signs the Honor Pledge.

Required probation for any first-term freshman who receives two or more unsatisfactory grades.

Approved revisions in the Scholar of the University Program.

Approved review of the freshman core program and allowed freshmen to enroll only in one term of Topics of Inquiry.

Approved of students attending and speaking at faculty meetings.

Approved distribution of edited faculty minutes to the *Lawrentian*, LUCC and the general community.

Approved reexamination for those who failed departmental examinations within the term, if the first examination was given within the first three weeks of the term.

Established the College Methods Laboratory.

Allowed students to change registration from S/U to grade if information is available from which a grade may be determined.



# Scholars Take Responsibility for Academic Direction

There are lessons to be learned by a Lawrence student in a village in India, resources to be tapped by another in the London Library and the British Museum, and insights to be gained by a third through volunteer work in a state mental hospital in Wisconsin.

Each student is a Scholar of the University, enrolled in a unique new program created in recognition of the fact that for some students the regular course structure of the university may not provide the most suitable program of study.

Judy Frater of New Hope, Pa., is a junior who spent part of her freshman year at the Associated Colleges of the Midwest Study Center in India. Intrigued by the colorful and intricate embroidery work woven by women in Indian villages, she has an idea that more than pride of craftsmanship is involved in its execution, and this summer will set out to show that for Indian women their handicraft represents an institutionalized means of releasing social and psychological pressures inherent in their way of life. During the current academic year, she is preparing herself for the venture through special studies in Indian culture and sociological-anthropological techniques.

Ben Stott of Douglassville, Pa., is devoting his senior year to a synthesis of elements from anthropology, psychology, religion, and psychiatry in order to develop an individualized concept of man and his relation to society. Volunteer work at Winnebago State Mental Hospital, under the direction of the institution's psychiatric staff, is important to a study of abnormal psychology he feels essential to his objective.

Andy Kalnow, Tiffin, Ohio, is a sophomore who is determined to gain a liberal arts education "in the truest sense of the term." Pursuing his own ideas about how to go about it, he is currently attending Lawrence's London study center, enrolled in three of the six courses required of students at the center. The remainder of his time is spent developing several independent study projects utilizing the resources and facilities available to him in England.

Like many of today's college students, Lawrence's three Scholars of the University want something more

from their college years than they feel can be achieved within the framework of courses, credits and a major concentration traditionally offered.

In recent years, many colleges and universities have come to grips with the problem of meeting the educational needs of students for whom the traditional liberal arts curriculum does not fit. Some colleges have established special programs for especially qualified students; programs which free students with high grades from the regular class routine so that they may concentrate for limited periods in their undergraduate careers on educational projects of their own choosing.

Few such programs offer the opportunities Lawrence does to its Scholars of the University. They are not chosen on the basis of grades. The only requirement is that they be able to formulate an educational program within the area of faculty competence which is acceptable to the university.

Sophomore Kalnow, for instance, if he so chooses, and provided his work remains acceptable to a small faculty committee that administers the program, could work outside the university's normal curriculum under the guidance of personally chosen advisers until he graduates. Or, if he would rather, he could combine course work with tutorials and independent study projects for the same length of time.

"I came to Lawrence because I wanted a broad, liberal arts education," Kalnow said. "As a freshman, I found myself trying to choose between anthropology, political science, psychology, history, art, and several other subjects that offered possibilities as majors. They all contained areas of interest I wanted to explore in depth, but not to the exclusion of any of the others.

"When the university announced the Scholar of the University program, I knew right away it was just what I was looking for."

To become a Scholar of the University, each student in the program sought nomination through a faculty member. Each application, comprised of a written statement, personal discussion, and recommendations from faculty members, was reviewed by a subcommittee of the Committee on Instruction

headed by Robert Rosenberg, professor of chemistry and an associate dean. The application procedure is considered an integral part of the education aspect of the program. As the student gives formal shape to his program, he crystallizes his own educational goals.

Rosenberg, a long-time proponent of the Scholar of the University program, said that a student who applies for the program "must have a reasonably well-defined goal, and must satisfy the subcommittee that the goal cannot be achieved through any of several other alternatives offered by the university."

Because the university does offer several alternative programs leading to a degree, Rosenberg does not expect that there will ever be a large number of students enrolled in the Scholar of the University program at any one time.

"Most students," he said, "will find the programs offered by the university's 22 departments suitable to their needs, particularly students with a specific career goal in mind, such as medicine, where certain curricular requirements must be met. Students also can cross departmental lines to pursue interdisciplinary majors, and can plan student designed majors, putting together a program of study that satisfies both their personal needs and the curricular requirements of the university from the more than 400 courses offered at Lawrence.

"The three Scholars of the University each submitted proposals for educational programs that couldn't be accommodated within the regular course structure," Rosenberg said. "With Kalnow and Stott, it was a matter of pursuing goals that encompassed more fields than could be included in a regular course of study, and in Miss Frater's case it was a matter of bringing together more material than she could have acquired through regular courses in time for her to embark on her research project this summer."

Personal qualities such as motivation, self-discipline and initiative are placed before a student's grade-point average when considering his chance of success in the program.

"Being a Scholar of the University puts a tremendous responsibility on the student," Rosenberg pointed out. "Free from the external pressures



imposed by ordinary course requirements, such as class participation, papers and examinations, the Scholar will have to depend largely on his or her own drive and resources."

Scholars of the University are recorded simply as "taking a program," which is something entirely different from taking the specified three courses per term at Lawrence. A program may include regular courses, taken or not taken on a graded basis, or courses may be excluded altogether, with the Scholar opting for various off-campus programs, tutorials, or independent reading and study projects.

Of the three Scholars currently in the program, only sophomore Kalnow could conceivably spend more than two years in the program. Both Miss Frater and Stott are already upperclassmen.

Kalnow, the creator of two student-designed courses in film-making, is no stranger to educational innovation. In his first term as a Scholar of the University, however, he prudently avoided complete severance with the regular course structure.

Pointing out that he is presently concentrating on literature and the arts, Kalnow said that his program for the first term of the current academic year included two regular courses, participation in a student-designed course in film making, and a tutorial in the poetry of the 19th Century Romanticists.

Kalnow's Scholar of the University program approaches the study of man from the humanistic point of view, incorporating elements of history, anthropology, sociology, and psychology. Artistic expression in all its forms, both past and present, holds some degree of fascination for Kalnow, who finds a line by line discussion of the poetry of Shelley and Lord Byron as crucial to his development as the acquisition of facility in creative film making.

He enrolled for credit in the two regular courses, Introduction to the Visual Arts and German Classics in Translation, Kalnow said, because "I wanted the feedback."

Even in his regular courses, Kalnow has shown a propensity for remodelling the content to suit his individual needs.

"I found that much of German literature delves

into man's nature and relation to society," Kalnow said of his German literature course. "With the teacher's consent, I decided to do my own study of Germany's cultural development, as revealed in the writings of Thomas Mann, whose works were included in the course, and the works of Herman Hesse, who wasn't covered in the course."

While Scholar Kalnow's aim is to achieve as broad an education as he can in a four-year college career, and while he is not consciously seeking to focus his interests into any particular channel, he feels he eventually will be able to integrate the material he is now covering and enlarge upon it. He may, in fact, culminate his program by producing a film which will focus on the points of view developed through his learning experience.

His ultimate objective, as Kalnow puts it, is to "provide myself with an education I can use — whether I go on to graduate school, go into teaching, or pursue a career in any field."

Advisers to each of the three Scholars of the University have their own ideas about the value of the program and its potential.

Kalnow's adviser, Professor of English Herbert Tjossem, thinks the program will serve many students seeking to accomplish short term objectives: "These students will move in and out of the program as they see the need," he said. "They'll devote one or two terms to the pursuit of an educational goal best realized outside the course structure, and, when their project is completed, they'll return to the regular academic framework."

Tjossem added that he sees the Scholar of the University program serving a definite need in today's society, "where the value of a straight B.A. degree has been undermined in recent years.

"The job market for college graduates with a degree in a particular field isn't what it once was," Tjossem said. "Maybe the students are way ahead of us in recognizing the old system needs to be changed to provide them with the kind of education that will best serve them in later life."

"We're feeling our way in this," said Associate Professor of Religion John Stanley, Judy Frater's

adviser. Stanley thinks the program could tap reserves of undergraduate talent which lie wasting within a regular academic program.

"In some cases, I think the Scholar of the University program will solve the motivational problem of some students," he said, referring to students who don't realize their full potential in the regular academic program. "Being able to define their own educational goal and pursue it in their own way may be just what such students need."

Professor of Psychology John Bucklew, an adviser to Ben Stott, finds the Scholar of the University Program provides benefits for teachers and students alike.

"The university prides itself on being a 'community of scholars,'" Bucklew said. "The Scholar of the University Program adds a new dimension to the concept."

Bucklew said that he and Stott meet about once a week to discuss his progress in the program, and he finds the relationship an easy, informal one, which is as fruitful and intellectually stimulating for him as it is for Stott.

"Ben's read many books that I haven't," Bucklew explained. "More than once I've followed up a meeting with him by looking into a book he's brought up during our discussions."

To Thomas Headrick, vice president for academic affairs at Lawrence, the Scholar of the University program is a microcosm of the world Lawrence graduates will encounter after graduation, where success in whatever they do will depend largely upon their own resources.

"The Scholar of the University, in undertaking responsibility for his own education, is in the same situation as the person who holds a responsible position in any field of endeavor," Headrick said. "Both must define their own ways, test their own limits, and make decisions on the basis of their own judgment.

"Because we expect our graduates ultimately to hold positions of responsibility," Headrick said, "the Scholar of the University program can be defined as a proving ground for future leadership."



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